

Differentiated Tools, Strategies, and Assessments for Social Studies, Writing, Reading, and Science Classrooms ♦ Grades 3rd to 10th

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PRESENTED BY

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PRESENTATION

- **Differentiation Definition**
- **Tiered Instruction**
- **Graphic Organizers**
- **RAFT**
- **Reading Responses**
- **Instructional Strategies**
- **Exit Cards**

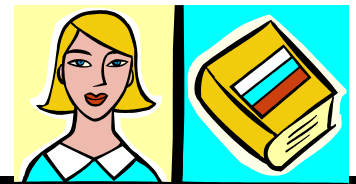


To ensure effective teaching and learning, teachers need to link tightly three key elements of the curriculum: *content, process, and product.*

***Differentiated Instruction* is consistently using a variety of instructional approaches to modify content, process, and/or products in response to learning readiness and interest of academically diverse students.**







Differentiation **does not** mean that every single lesson or unit includes a differentiated content, process, **and** product for **each** student's interest, readiness level, **and** learning profile.



Source: from *Lesson Design for Differentiated Instruction*
by Kathy Glass



Choose one ...

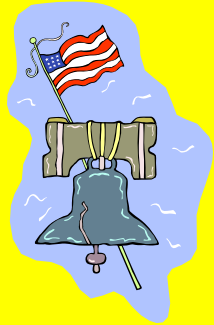
<p>Write an article about how characters in the novel are influenced positively and negatively by the historical setting.</p> 	<p>Lead a class discussion focusing on how the protagonist and antagonist are each influenced by the historical setting.</p> 	<p>Make up analogies to compare how characters are influenced by historical settings in this novel and others.</p>
<p>Create a PowerPoint or photo album to show the positive and negative influences of the historical setting on characters.</p>	<p>Design a poster, bulletin board, or mural showing how characters are positively and negatively influenced by the historical setting.</p>	<p>Give a presentation with musical accompaniment to express the influence of the historical setting.</p> 
<p>Create a musical collage to depict the historical setting.</p> 	<p>Teach one or two others about how the historical setting was an influential factor in characters' actions.</p>	<p>Describe how you feel about the ways characters reacted to their historical setting.</p>

Choose one book from the list to read. Address the guiding question through an ***interview, poem, music lyrics, or art with writing.***

How does the historical setting affect lives?

- *The True Confessions of Charlotte Doyle* by Avi
- *Sacrifice* by Carl Deuker
- *The Witch of Blackbird Pond* by Elizabeth George Speare
- *Johnny Tremain* by Esther Forbes
- *Toliver's Secret* Esther Wood Brady
- *My Brother Sam Is Dead* by James Lincoln Collier
- *The Sacrifice* by Kathleen Benner Duple





Choose a historical figure. Then write a short biography to share with the class that addresses this guiding question: *Why is this individual a hero? How is his/her heroism linked to freedom?*

Anne Hutchinson

Benjamin Franklin

Thomas Jefferson

Abraham Lincoln

Frederick Douglass

Harriet Tubman

**Martin Luther King,
Jr.**

Some ways to differentiate by...

Content	Process	Product
<ul style="list-style-type: none">• Choice of books• Multiple texts• Organizing ideas through graphic organizers• Tape-recorded materials• Jigsaw• Learning contracts	<ul style="list-style-type: none">• Homework options• Dialectical journals• Varied graphic organizers• Interest groups• Grouping choice• Mini-workshops (reteach or extend)• Anchor activities• Games• Literature circles• Tiered activities, assignments• RAFT• Jigsaw• Exit cards	<ul style="list-style-type: none">• Interest options• Graduated rubrics• Complex instruction• Tic-Tac-Toe• Tiered assessments• Independent Study• Community mentorships• Multiple intelligence options

according to readiness, interest, learning profile...

Diamante Poem

- **Line 1**: write down **one character** (*animal or human*). Then skip to line 7 and write down an **opposite character**
- **Line 2**: write two **adjectives** describing the character in Line 1
- **Line 3**: write three **participles** (*verb form ending with –ed or –ing*) that relate to the character in Line 1
- **Line 4**: write four **nouns** related to the two characters. The first two nouns will relate to the character in Line 1; the last two nouns will relate to the opposite character written in Line 7.
- **Line 5**: write three more **participles** that relate to the character in Line 7.
- **Line 6**: write two **adjectives** that describe the character in Line 7.
- **Line 7**: **opposite character** of Line 1.

METHODS OF CHARACTERIZATION

What a
character
says
(speech
and dialogue)



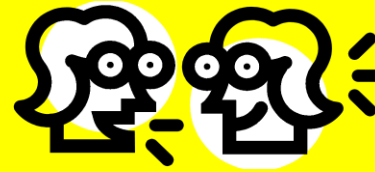
What a
looks like
(physical
appearance
clothing)



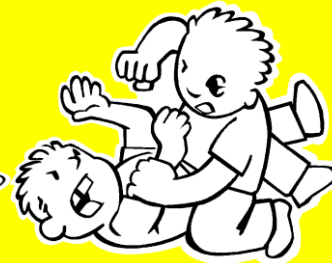
What a
character
thinks
or **feels**
♠

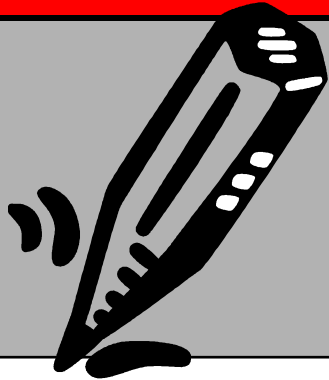


What **others** say
about the character



What a
character
does
(actions and
behavior)





Strategy:

Graphic Organizers

- <http://www.region15.org/curriculum/graphicorg.html>
- <http://www.eduplace.com/graphicorganizer/>
- http://www.edhelper.com/teachers/graphic_organizers.htm
- <http://www.teachervision.fen.com/graphic-organizers/printable/6293.html>
- <http://freeology.com/graphicorgs/page10.php>

... politically?

... socially?

***How did the
American Revolution
impact others...***

... economically?

What renewable energy is ...

What proponents of
renewable energy say ...

**RENEWABLE
ENERGY**

What opponents of
renewable energy say ...

What you predict about
renewable energy ...

def.

sym./pic.

Term/Vocabulary:
parsimonious

sent.

ex.

RAFT

Role	Audience	Format	Topic
(What role should the student assume? From whose point of view is the piece written?)	(Who will read, see, or use this?)	(What is the most effective and meaningful product format to show understanding?)	(What is the topic focus for the product?)

How did people feel about the American Revolution?

Role	Audience	Format	Topic
George Wash- ington	Mother of a wounded soldier	Personal letter	How he feels
King George	Sons of Liberty	Document	Why independence is not a good idea
Patrick Henry	Tories and Neutralists	Propaganda	Why fighting for independence is essential

History



ROLE	AUDIENCE	FORMAT	TOPIC
HISTORICAL FIGURE	<ul style="list-style-type: none"> • another historical figure in this same time period • a citizen who lived during the time of this historical figure • a historical figure in any time period • a citizen of any time period (even today) 	<ul style="list-style-type: none"> • formal letter • historical diary entry or entries • political document • set of laws • propaganda 	<p>Answer one or more of these guiding questions in your writing.</p> <ul style="list-style-type: none"> • How did political and economic ideas bring about change? • How did conflict affect people? • How do leaders affect the outcome of conflict? • How do leaders support or fail their citizens?

Literature RAFT

ROLE	AUDIENCE	FORMAT	TOPIC
CHARACTER IN CURRENT NOVEL	<ul style="list-style-type: none"> • another character in the current novel • character in any other book or short story • a famous person today or a historical figure • the reader • myself (as character in novel) 	<ul style="list-style-type: none"> • informal letter • picture portfolio of drawings and detail captions • personal diary • play script 	<p>Answer one or more of these guiding questions in your writing and/or pictures:</p> <ul style="list-style-type: none"> • How does the setting affect you? • How have you changed and why? • What internal conflicts do you face, and how can you overcome them?

RAFT: The American Revolution

Role	Tory, Patriot, <u>or</u> Neutralist
Audience	people who have a different opinion than you
Format	propaganda <u>or</u> editorial piece for a newspaper
Topic	You need to convince those with opposing views that your position is the right way to think.

The Writing Task: Write both opinion and facts to support your position. Make sure your opinions have at least four facts to back them up. Reference the facts you use so the reader is aware that you can solidly defend your position. Your response should be at least two typed double-spaced pages in 12 point Times Roman or Arial font.

ASSESSMENTS A to Z

<ul style="list-style-type: none"> • advertisement for newspaper, tv, magazine, radio • advice column • allegory • anagram • anecdote • animation • annotated bibliography • announcement • anthem • apparatus • aquarium • artifacts • art gallery • associations • audiotapes • autobiography <p>A</p>	<ul style="list-style-type: none"> • baked goods • banner • batik • bibliography • billboard • biography • book • book cover • brochure • building model • bulletin board • business letter • business plan <p>B</p>	<ul style="list-style-type: none"> • cartoons • calendar • campaign • case study/case • history • catalogue • CD • ceramics • charades • charts • checklists • clothing design – design or actual garment (historical renditions; current design) • club bylaws • code of ethics • collage <p>C</p>	<ul style="list-style-type: none"> • collection • comedy (play; script) • comic book • community service or event • computer program • conference presentation • convention program • Cornell Notes • costume • course outline • creation myth • critique (written or oral) • crossword puzzle 	<ul style="list-style-type: none"> • dance • data • debate • demonstration • design • diagram • diorama • directory • display • drama • drawing • dictionary with picture and words <p>D</p> <ul style="list-style-type: none"> • editorial • energy saving device/plan • equipment • essay • estimate • etching • eulogies • exam • experiment <p>E</p>	<ul style="list-style-type: none"> • fabrics • fact file on topic • fairytale • family tree • fantasy or fictional story • feature story • flags • flannel boards • flip books • formulas • furniture • future scenarios <p>F</p> <ul style="list-style-type: none"> • game • gift • glass cutting • glossary • graph with analysis • graphics • graphic organizer • Greek myth • greeting cards <p>G</p>
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ASSESSMENTS A to Z

<p>H</p> <ul style="list-style-type: none"> • handbook • headlines • hieroglyphics • historical fiction • hologram • "How To" paper <p>I</p> <ul style="list-style-type: none"> • icons • iMovie • index • insignia • instruments • interviews • inventions • invitation (personal or business) 	<ul style="list-style-type: none"> • jazz music or performance • jewelry • jigsaw puzzles • job descriptions • joke book • justification • journal (e.g., personal, historical accounts) • kaleidoscope • keepsake • kit (e.g., survival, supplies, etc.) • knitting <p>K</p>	<ul style="list-style-type: none"> • labels • lab experiment • language dictionary • laws for organization • layout for building or room design • learning centers • lesson plan • letter (personal or business) • letter to the editor • literary analysis • lithograph • lyrics <p>L</p> <ul style="list-style-type: none"> • machine • magazine article or layout • magic trick • map • mask • meeting agenda • menu • mobile • model • monument • multi-media project • mural • museum <p>M</p>	<ul style="list-style-type: none"> • narrative • newsletter • newspaper • news story • notes • notice • novel <p>N</p> <p>O</p> <ul style="list-style-type: none"> • oath • obituary • opera • opinion • oral responses • origami • organization bylaws, vision or mission statement • outline 	<ul style="list-style-type: none"> • painting • pamphlet • pantomime • papier-mâché • parody • participation in whole class or small group discussion and activities • patterns • personal narrative • performance program • persuasive paper or letter • project cube • petition • photo essay • photograph • pillow • plan <p>P</p>	<ul style="list-style-type: none"> • poem • portfolio • position statement • poster • prediction • press release • prototype • puppet • puppet show • puzzle • production • pennants • PowerPoint presentation
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ASSESSMENTS A to Z

<ul style="list-style-type: none"> quiz question questionnaire quilt (paper or cloth) quarterly report radio program reader's theater recipe research report or project response to literature essay resume <u>review</u> of book, movie, experiment, presentation, etc. riddle role playing <p>Q-R</p>	<ul style="list-style-type: none"> satire scrapbook (annotated) sculpture set/scenery short story silk screen simulation skit slogan song speech stained glass stencil <u>store</u> (layout, ads, purchasing, inventory, etc.) storyboard summary survey <p>S</p>	<ul style="list-style-type: none"> tape recording technology <u>tv</u> program (news or entertainment) term paper terrarium test theme theory thesis statement tour toy tie-dyeing timeline travelogue tool <p>T</p>	<ul style="list-style-type: none"> uniform unit of study vehicle Venn diagram verse vignette visual aid volunteer program <p>U-V</p>	<ul style="list-style-type: none"> walking tour wall hanging watercolor weather map weaving <u>WebQuest</u> whittling wire sculpture woodcarving woodwork writing prompt responses written drama yearbook zoological projects <p>W-Y-Z</p>
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Dialectical Journal

Quotes/Lines	Personal Response
<ul style="list-style-type: none">• Record words, phrases, lines or direct quotes from the reading that struck you in some way.• Record the page number and a topic so we can look in the reading if we need more information.	<p>On this side, personally respond to what you've written in the left column. Here are ways you might choose to respond. Pick one or several of these ways to respond:</p> <ol style="list-style-type: none">1. <u>ask questions</u>2. <u>make predictions</u>3. <u>analyze the text</u>4. <u>draw a connection</u>5. <u>comment on the terms</u>6. <u>make a personal observation</u>

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Dialectical Journal:

Language Arts

Choose guiding question:	Response:
<input type="checkbox"/> 1. How does the <u>historical setting</u> affect the <u>plot</u> ?	
<input type="checkbox"/> 2. How do <u>characters</u> <u>change</u> throughout time?	
<input type="checkbox"/> 3. How does the <u>theme</u> of conflict present itself?	
<input type="checkbox"/> 4. How are <u>conflicts</u> addressed and resolved?	
<input type="checkbox"/> 5. How can you <u>connect</u> personally with a character or event?	

Dialectical Journal: SCIENCE

Choose guiding question:	Response:
<ul style="list-style-type: none"><input type="checkbox"/> 1. How is <u>electricity</u> made?<input type="checkbox"/> 2. How do burning <u>fuels</u> provide <u>energy</u>?<input type="checkbox"/> 3. How is the <u>sun</u> the source of multiple types of <u>energy</u> including the fuel that we use?<input type="checkbox"/> 4. How do the drawbacks associated with <u>renewable energy</u> production compare with the benefits to society?	<div>Similar version on Page 111</div>

Dialectical Journal: SOCIAL STUDIES

Choose guiding question:	Response:
<p><input type="checkbox"/> 1. How and why do people locate <u>places</u> in the world?</p> <p><input type="checkbox"/> 2. How do the <u>characteristics and physical environment</u> of a place impact how people live?</p> <p><input type="checkbox"/> 3. How do <u>geographical features</u> affect the <u>growth of towns</u>?</p> <p><input type="checkbox"/> 4. How do various factors contribute to making <u>communities</u> alike and different?</p>	

Red, Yellow, Green

- **RED:** You have not explained this clearly. I have a lot of questions. I'm not sure I understand you.
- **YELLOW:** I have a question! May I please have more information? I need more time to think.
- **GREEN:** I understand this! I can explain it to the class! Call on me!

1 – simile **2** – personification
3 – metaphor **FIST** – “I’m unsure.”

- a) Hunger sat shivering on the road.
- b) Her hair is like slimy rope.
- c) Her nose is a pointed hat stuck on her inflated face.
- d) The leaves were a carpet covering the ill-kept lawn.
- e) Flowers danced about the meadow in unison.

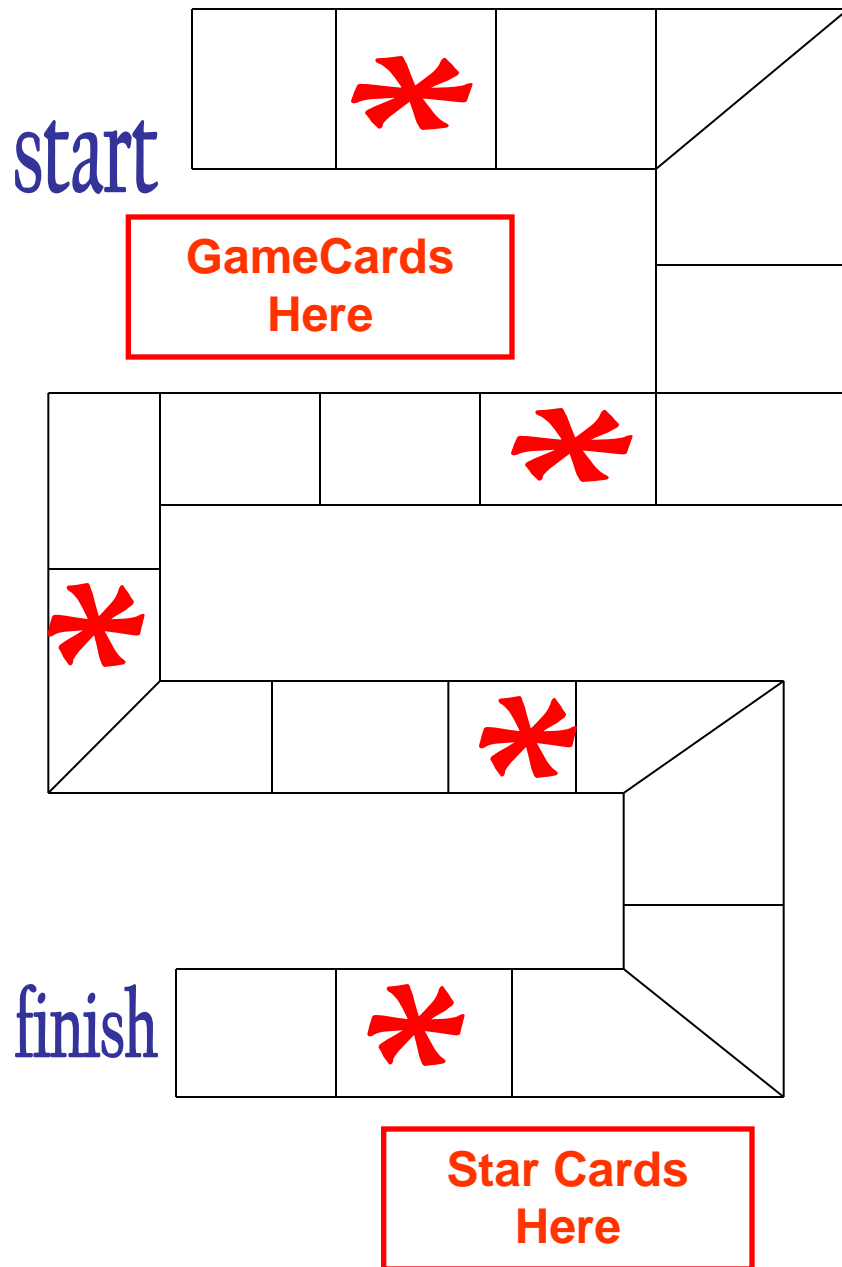
THUMBS UP: true
THUMBS DOWN: false
FIST: I'm not sure

1. Muslims believe that Muhammad was a prophet.
2. When Muslims pray, they face their holy city, Mecca.
3. Muhammad was a religious leader who brought the message of Hinduism.
4. Islam is a religion founded by Mohammed and follow the teachings of the Koran.
5. Those who follow the Islamic faith are called Buddhists.
6. The lives of nomads revolved around the seasons.
7. A pilgrimage is a journey to a market center where merchants sold their wares.
8. The Koran is the written record of God's words revealed through Mohammed.

Which Statement Is False?

AMELIORATE

1. Jocelyn wanted to ameliorate her grade report, so she increased her study time.
2. His mother tried to ameliorate the situation by seeking the principal's advice about the bully who was victimizing her son.
3. compromise
4. improve or make better



Question Suggestions

English

- Complex sentences are two simple sentences combined by a comma and coordinating conjunction. (True/False) – 1 SPACE
- What are two synonyms for the word *beautiful*? – 2 SPACES

History

- What are responsibilities of citizens? – 2 SPACES
- What are the 3 branches of government? – 1 SPACE
- Name two causes of the American Revolution. – 2 SPACES

Source: from *Lesson Design for Differentiated Instruction*
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Star Card Examples



Your mother told you to make your bed and you refused.

Go back 2 spaces

A classmate dropped his or her notebook and papers scattered all over the floor. You stop to help him/her clean up the mess.

Go forward 2 spaces

Your teacher assigned a long-term project that you were given three weeks to do. Unfortunately, you waited until the night before it was due to complete the project. Your procrastination has cost you.

Go back 2 spaces

You volunteer your time to tutor kids after school who need the help. You could be spending your time with friends or playing sports, but you decide volunteering once a week is a worthwhile cause. Your generosity is rewarded.

Go forward 2 spaces

Specific to Content

- **3** – List 3 renewable energy sources.
- **2** – List 2 non-renewable energy sources.
- **1** – Write 2 benefits of using renewable energy.

List 2 subordinating conjunctions.

Write 2 sentences that begin with dependent clauses.

*Write these sentences about what you learned in class.

GENERIC EXIT CARDS

- What did you learn new today?
- What questions do you have about today's lesson?
- How can this lesson help you?
- What was the easiest task you did today? The hardest task?
- What made you really think?
- What did you like about working with a partner, alone or in a group?
- How can you connect what you learned to something else?
- Was there anything that frustrated you?
- Was there something that made you feel successful today in your learning?

Source: from *Lesson Design for Differentiated Instruction*
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Task Time: EXIT CARD



- **3:** List 3 ideas you learned today.
- **2:** List 2 ideas you will implement within the next two months.
- **1:** Write down an observation you have about our time together and/or questions you have for me.

To build your capacity...

- Search the web for key words/terms; e.g., RAFT, tiered assignment, differentiated instruction.
- Take an online or independent study course. My online course is “Differentiating Your Classroom For Success - EDU 518DC” through University of San Diego and earn 4 college credits. Website: www.usd-online.org/course.aspx?id=275
- Ask for support from administrators.
- Share with colleagues.
- Set realistic goals.
- Purchase a book to read. Mine is titled: *Lesson Design for Differentiated Instruction*. In the “Resources” section is a list of many other books and resources.
- Seek professional development opportunities. I customize all workshops: www.kathyglassconsulting.com.